

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed & Al-Omari, 2014). Writing does not only stimulate thinking, compel students to concentrate and organize their ideas, and cultivate their abilities to summarize, analyze, and criticize. At the same time, it also emphasizes constant learning in, thinking in, and doing reflection in the English language (Maghsoudi & Haririan, 2013).

Smith (2019) states that Writing is a significant literacy activity in modern life that enables individuals to accomplish a variety of personal, intellectual, occupational, and recreational goals. According to Aims Community College, writing is an important skill in almost every career field or industry because nearly all professions require some form of writing on the job. For example, physical therapists must write reports and document patient symptoms even though most of their job is hands-on. Daycare teachers must create lesson plans and communicate in writing with parents although most of their job consists of active play and verbal

instruction. In addition, Davies & Birbili (2000: 2), state that “Writing is becoming ever more central and crucial to the world of work, with computers on every desk, email and the internet adding to the world’s written words in almost epidemic proportions”.

Moreover, Brown (2004: 218) states that writing skill has become indispensable and has high significance in this global literature. As it has been known that business transactions, records, legal documents, political and military agreements are written by those who are expert in their field with sound knowledge of writing skill. Besides, it is also apparent that in the literate culture nowadays, some degree of writing skill has become a prerequisite requirement for getting employment. It is supported by Gebhardt and Dawn Rodriguez (1989: 1) that good writing skills take big part to determine in the success, whether it writing a report, proposal or assignment in school. According to this, it can be said that writing is a core skill that benefits students across the curriculum, K-13 and beyond. It is the basis of communication, history, art, and more disciplines than can be named. Writing skills are used every day in classrooms, from practicing fine motor skills early on to eventually writing full essays to display critical thinking skills or persuasive skills. Effective writing skills help students express their ideas clearly and proficiently.

According to Katherine Bergeron, Dean of College at Brown University, writing helps students explore topics, develop healthy thought processes, create persuasive arguments and communicate effectively. Verbal expression is often spontaneous, but written words allow students to ponder ideas and express thoughts. Writing skills also help students organize their thoughts into well-defined, coherent explanations. A strong writer communicates with purpose. According to the National Commission on Writing in America's Schools and Colleges (2003: 3). Particular kinds of writing tasks may, indeed, be beneficial to intellectual vitality, creativity, and thinking abilities. A study by Klein and Boals (2001) found, for example, that when adults write about significant life events their memory for such events is improved. Writing might be beneficial to cognitive skills because it requires focusing of attention, planning and forethought, organization of one's thinking, and reflective thought, among other abilities – thereby sharpening these skills through practice and reinforcement. Readers interested in learning more about how writing contributes to intellectual and cognitive abilities are encouraged to read McArthur, Graham, and Fitzgerald (2006).

Harmer (2007: 4) defined writing as follows: "Writing is a process that is, the stages the writer undergoes to write something in its final form... This process has four main elements which are planning, drafting, editing and final draft". Jonah (2006: 14) argues that writing is a series of activities going on and involves several phases, the preparatory phase, and the content development and review, as well as revisions or improvements posts. Thus, it can be concluded that writing is person ability to communicate their, information, ideas and feeling to someone in the form of written, writing not only an activity arranging word into form of

sentence. Moreover, when people write something they should organize sentence become interesting and coherence.

This definition of writing is strongly advocated by Richards and Schmidt (2002: 529) who supported that “writing is viewed as a result of complex processes of planning, drafting, reviewing and revising”. There is no doubt that writing is the result of various procedures. It involves some activities like setting the goals, generating information, selecting appropriate language and vocabulary, making a draft, reading and reviewing, then revising and editing. Hence it is a complex process (Hedge, T, 2000: 302). Recent researchers’ definitions included the social aspect in writing. Shokrpour & Fallahzadeh (2007) define writing not only a cognitive activity, but also a complex social act. It is the reflection of writer’s expertise in the communicative skills. It is very difficult to develop and learn, especially in learning English writing as a second language. Lately another scholar (Myhill, D, 2009) defined writing as a very complex effort which requires mastery on three aspects, namely cognitive psychological perspective, a socio-cultural perspective and a linguistic aspect.

Different surveys proved that language composition is difficult and a complex process. Harmer (2007) pointed out that a number of reasons exist why students find language production difficult. Nunan (1989) agreed that learning speaking English is easier than writing skill. Other than complexity, writing is a very active process which allows writers to

play upon words and ideas. This idea is advocated by Zamel (1992: 473) who held writing as a “meaning making purposeful and exploratory process”. It can be considered as a process of discovery of the way to compose a piece of writing. Grabe & Kaplan (1996: 6) think of writing as a “technology” and this technology must be learnt after a continuous practice.

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983; Alamirew, 2005). According to Reid (1983) in Melese (2007: 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use ‘big words’ in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

In the teaching and learning processes, learners have different abilities in mastering the four skills of English. This is due to the fact that different learners have different capabilities as well as incapability in learning language, including English. Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language and foreign language learners. River (1981: 291) supports this, that many students who

have studied for six or more years of second or foreign language are still unable to express themselves in a clear, correct and comprehensible manner in the target language through the four skills, including writing skill. The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.

Due to the complicated nature of writing activities, many students tend to face constraints in developing their writing skill. Some teaching practitioners (e.g. Ong, 2011; River, 1981: 291) assume that examination papers in composition of the world are, with few exceptions, disappointing. In addition, Ong (2011) states that in spite of the remarkable progress in the English learning process, writing skills still become the weakest area in the students' overall performance. It is argued that writing exercises only keep students busy and out of mischief. Besides, exercises given are mostly of conventional type in which it is easy to construct. The inexperienced or poorly qualified teacher may take them directly from textbook, with which an answer booklet is usually provided. They may often be corrected as a group procedure in the classroom, and they yield a wide spread of evaluative grades for the

teacher's records. In response to such practices, it is therefore reasonable that students acquire difficulties in improving their writing skill.

On the teaching and learning process of writing, there are some kinds of media: visual media, audio media and audiovisual media used to improve the students' writing skill. The use of those media is expected to minimize the students' constraints in writing mentioned above. The use and choice of appropriate media is important things in reconditioning process of educational since the use of media can make the students more interested in the teaching and learning process. The teacher is also required to be more creative in giving explanati on which theme of lesson with the use of appropriate media. One of the ways to make the students interested in learning English is by using media. It can help the students understand the materials given by the teacher easily in the teaching and learning process of English.

In the English subject at SMA Batik 1 Surakarta, the objectives of the writing course is to make students learn about how to write in English and to increase their skill in writing as well as to develop their ideas into written form. As far as it is concerned, the English teacher of the eleventh grade at SMA Batik 1 Surakarta has an alternative media in teaching writing instead of the conventional one to attract the students' attention on writing section. Here, the English teacher used social media in teaching writing in the EFL class. The most frequently social media used in

teaching writing is social media Instagram. The purpose of using social media Instagram is to encourage students to write.

In the English subject at SMA Batik 1 Surakarta, during the teaching and learning process of writing class, the students are allowed to use their mobile phone to open their social media. In this activity, the English teacher only guide them and give them some instructions on writing material and task. In the writing section, students can use the social media of Instagram to open some photographs to get an idea of writing, such as narrative writing or recount text. For writing the narrative text, the students can find many photographs or video in Instagram then put them on the sequent of narrative text.

Based on the above phenomenon, it can be identified that the use of social media such as Instagram in teaching and learning process of writing is very useful. Social media is a great place for pupils to express themselves because it encourages distinctiveness. The integration of gadgets and social media helps a lot. These technology enactments can be used for the allocation of information, communication platform and the vital use of educational reason (Hashim et al., 2018). It helps pupils to develop their confidence level by uploading status, voicing out opinions and writing in English on social media. Pupils are more into writing and show their interests when they write their essays out of the normality (Chandran et al., 2019).

Instagram is one kind of social media that used by people to chat or share their moments such as photo or video. As one of platforms social media, Instagram is become widely used by the students. It provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos (Hu, 2014). It is common for the students to have an account in their Instagram and update every moment on their life such as sharing picture and video. Their followers may like and also comment from the picture/video. Therefore, Instagram is a good tool in the teaching language. Teachers can use this tool to develop certain activity creatively.

By the above background, the research is intended to conduct a research entitled **“USING INSTAGRAM IN LEARNING NARRATIVE TEXT FOR THE ELEVENTH GRADE STUDENTS AT SMA BATIK 1 SURAKARTA”**.

B. Limitation of the Research

This research was limited to some points. First, this research only discussed about the implementation of social media Instagram by the teacher in teaching writing of narrative text. Second, this research also identified the difficulties or challenges of the implementation of social media Instagram in teaching writing of narrative text with its solutions. Third, the main subject in this research was the eleventh grade teacher

who teaches writing using social media Instagram. The methods used in collecting the data were interview and document analysis.

C. Statement of the Problems

Based on the background of the research stated previously, there are some research problems proposed by the researcher, as follows:

1. How is the implementation of using Instagram for teaching narrative text at SMA Batik 1 Surakarta?
2. What challenges are faced in using Instagram for teaching and learning narrative text at SMA Batik 1 Surakarta?
3. What solutions of the challenges are found in using Instagram for teaching narrative text at SMA Batik 1 Surakarta?

D. Objective of the Research

Based on the research problems proposed by the researcher, the research objectives can be formulated as follows:

1. To describe the implementation of using Instagram for teaching and narrative text at SMA Batik 1 Surakarta,
2. To identify the challenges faced in using Instagram for teaching and learning narrative text at SMA Batik 1 Surakarta.
3. To identify the solutions of the challenges in using Instagram for teaching narrative text at SMA Batik 1 Surakarta.

E. Significance of the Research

In conducting this research, the researcher expects that the results can give some significance to all parties, either theoretically or practically.

They are as follows:

1. Theoretical Significance

The result of this research is expected to give some additional input and knowledge related to the use of social media in teaching writing. It is also expected that it can improve the teaching and learning of writing.

2. Practical Significance

a. For the English Teacher

For the English teacher, this research is expected to give them some ideas in using social media in the teaching and learning process, particularly for teaching writing.

b. For the English Department Students

For the English Department Students, the result of this research is expected to give them an overview on the use of social media in teaching and learning process, particularly in teaching writing. It is also expected that this results can encourage them to develop some instructional media in teaching and learning process through social media.

c. For the Next Researcher

For the next researcher, it is expected to conduct other researches with the same topic of discussion but by using other aspects of in the teaching and learning process.

F. Research Paper Organization

This research paper is organized into several chapters in order to make it easier to understand the contents of this research, the content of the research is divided into five chapters as follows:

Chapter I is introduction. It concerns with background of the research, problem statement, objective of the research, limitation of the research, significance of the research, and research paper organization.

Chapter II is review of related literature. This chapter discusses literature review and previous study. Literature review explains theories related to this research such as Writing, Social Media, and Narrative Text.

Chapter III is research method. This chapter presents type of the research, subject of the research, object of the research, data and data source, method of collecting data, technique for analyzing data, and the last is data validity.

Chapter IV is research finding and discussion. In this chapter, the findings and discussion covers the implementation of social media Instagram in learning narrative writing for the eleventh grade students of SMA Batik 1 Surakarta, the difficulties in the implementation of social

media Instagram in learning narrative writing for the eleventh grade students of SMA Batik 1 Surakarta, and the solutions for the difficulties in the implementation of social media Instagram in learning narrative writing for the eleventh grade students of SMA Batik 1 Surakarta.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of this study and purposes the suggestion for future studies.